Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2015 AUG 20 PM 1:02 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Crockett School District		113901	Crockett Elementary		

Vendor ID #	ESC Region #	US Congressional District #		DUNS #
	6	6		100074459

Mailing address		City	State	ZIP Code
1400 West Austin Street		Crockett	TX	75835

Primary Contact

First name	M.I.	Last name	Title
Wendy		Tullos	Assistant Superintendent
Telephone #	Email address		FAX #
936-544-2125	Wendy.tullos@crockettisd.net		936-544-2709

Secondary Contact
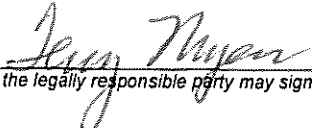
First name	M.I.	Last name	Title
Toni		Nicol	Grant Coordinator
Telephone #	Email address		FAX #
936-852-5511	Toni.nicol@crockettisd.net		936-544-2709

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Terry		Myers	Superintendent
Telephone #	Email address		FAX #
936-544-2125	Terry.myers@crockettisd.net		936-544-5856

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.   8/19/2015   701-15-107-057

Schedule #1—General Information (cont.)

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, <u>the application will be disqualified</u>.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.
   iii. Are designed and developed with teacher and principal involvement;
   (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
   (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
   (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies.
   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. Increase learning time and creating community-oriented schools.
   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
   (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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    (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9.   By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

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1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
    A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
    (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
    (B) High-quality professional development for all staff;
    (C) A child-to-instructional staff ratio of no more than 10 to 1;
    (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
    (E) A full-day program;
    (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
    (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
    (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
    (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
    (J) Program evaluation to ensure continuous improvement;
    (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
    (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically

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aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	  (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	  (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	  (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	  (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	  (A) School leadership
	  (B) Teaching and learning in at least one full academic content area
	  (C) Non-academic supports for students
	  (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization

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that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
   (A) significant improvement in academic achievement
   (B) success in closing achievement gaps either within a school or relative to other public schools
   (C) High school graduation rates
   (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

	4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking:**accelerated achievement**,**system transformation**, & **sustained reform**. Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Crockett Elementary is a rural school in Crockett ISD. Crockett, with a population of 6,812, was recently named (June 10, 2015) the *"Poorest Town in Texas" with a* median household income of $23,110 compared to the state median household income of $51,900. Crocket has a poverty rate of 25.9 percent. Crockett ISD students are plagued with risk factors. Some of those include: low educational status of adults, poverty rates, many parents commuting to urban areas for employment, lack of public transportation, and a lack of community social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely to be self reported from CISD students than the state average. As a rural community CISD serves a predominantly at-risk student population, with 86.7% of the student population being served by free or reduced lunch. Poverty within the community is pervasive with rates more than double that of the State of Texas (US Census Bureau). Like many rural communities, high poverty is accompanied by limited employment opportunities and poor overall educational attainment with only 37% of females and 36% of males have obtained a high school diploma. In addition, only 15 percent of adults have a bachelor's degree or higher, versus 26.7 percent of adults statewide. Approximately 46.5% of students are considered high risk. All schools within the district are eligible for Title I and classified as high need. In comparison to statewide averages, academic achievement of Crockett ISD students is considerably lower. Findings in the district and campus improvement plans, needs assessment, and additional assessments required for the low performing schools in the district, indicate that critical needs are present on each campus. The sheer enormity of the economic need in the district prevents the implementation of many student focused learning interventions. Priorities where the district has been working include preparing students for college and careers due to fewer than half (42%) of Crockett ISD students are prepared for college in both English and Mathematics. Given the extraordinarily high percentage of students living in poverty, Crockett ISD struggles to supply students and teachers with the tools, resources, and support that they need to be successful.

But Crockett ISD also has much to offer. A dedicated team of proffessionals have been working to increase internal capacity of the district and to prioritize the needs of each campus because they recognize that there is an urgent need for systemic change. Open communication and transparency with parents and community members has taken place to intiate a long term plan focused on systemic changes that will increase student academic achievement and that can be sustained after the initial investment (non consumable supplies, equipment, curriculum, professional development on evidenced based practices and an internal capacity (trainer of trainers) to continue training in the future). After reviewing all options for the TTIPS grant the Whole School Reform Model was choosen (see Selection Process). The vision and focus of school reform for Crockett Elementary is based on increasing literacy skills of every student and expanding student academic vocabulary. From the prioritized needs of the campus, reading on grade level is perhaps the most important factor for future academic success. In addition, research has shown that children from impoverished homes enter school at a tremendous deficit in oral vocabulary that hinders their ability to comprehend written text. Increasing vocabulary is essential for literacy growth. Academic growth across multiple disciplines is important as well and each core area will have instructional support for teachers and students. In addition, the high rate of poverty for CISD students makes Social Emotional Learning imperative. Non academic skills that many children bring with them to school to often missing poor and at risk families. Many students need explicit instruction on some of the very basic routines and procedures. In addition, parental support is needed as well. It is not that Crockett Elementary parents are unwilling to be engaged and active in their child's academic life, it is that they feel incompetent and unable. Opening the school to parents and delivering the support they need to be meaningful partner is necessary. To accomplish this CISD has committed to giving operational flexibility to the campus principal and leadership team. This flexibility allowed the

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

campus to pilot an appreviated version of the Success for All Model on Crockett Elementary during the 2014-2015 school year. The program made a substantial impact on student achievement and teachers of the campus appreciated having a voice in the decision making process through the newly formed Executie Management Team. The Success for All model is an approved reform model for the TTIPS Grant and was overwhelmingly choosen by stakeholders. Teachers were able to have a arger voice in selecting instructionals strategies due to operational flexibility. Teachers initiated 3 of the interventions proposed; Kagan Structures, CHAMPS, and WorldyWise. The staff on the campus is motivated by the new changes within the school climate and structure. The preliminary results from the SFA pilot program have renewed hope within the teachers and families that significant change can happen sooner rather than later.

The Crockett Elementary school program will include:
- Implementarion with fidelity of the Whole School Reform Model – Success for All
- Implementation with fidelity of effective, evidenced based vocabulary strategies for all content areas
- Implementation with fidelity of Kagan Structures for cooperative learning
- Implementation of Positive Behavior and Intervention Support (PBIS) – Safe and Civil Schools CHAMPS
- Enhancement and fidelity of the Response to Intervention (RTI) Tiers I, II, and III - structure within the school
- Implementation of an Action Based Learning Lab
- Extended school hours for tutorials and enrichments with Saturday School, afterschool, and extended year
- Encouragement of reading and literature in the home - using Studies Weekly in multiple content areas; Read One Book Program sponsored by TASA; Reading Clubs; Summer Book/Reading Program
- Use of Eduphoria to increase teacher access to personalized professional development and data analysis
- Evidensed Based Best practices in Parenting Programs and Parenting Coordinator: Raising Healthy Children and Success for All
- Increase teacher collaboration and time for Professional Learning Communities
- Implement Instructional Coaching to assure fidelity of PD implementation and support/mentor teachers
- Quality professional development for campus administration and teacher leaders
- Quality professional development for ALL content areas
- Participation at all mandatory and necessary training opportunities
- Implement Executive Management Team approach to campus leadership model

Crockett Elementary has local existing capacity to assist in implementing the Whole School Reform Model. The approved and chosen program, Success for All (SFA), has had a pilot year at the school with the reading component. Many of the teachers have had an initial training and have been utilizing the curriculum and strategies. By implementing the program school wide, all teachers will be trained, an instructional coach will be hired to be on site, and additional elements such as writing, Social Emotional Learning, parent engagement, and cross disciplinary instructional strategies will be added. By leveraging resources, such as the Secondary and Elementary Counseling Grant, a cadre of teachers, counselors, and administrators were trained in July 2015 on the CHAMPS PBIS model from Safe and Civil Schools to target discipline issues. In addition, using an inclusionary and transparent model for planning, communicating, and implementing school wide change has begun and been well received. Two-way communication efforts have included public meetings, focus groups, surveys, phone, text, email, social media, traditional media, and web site. Additional resources to be leveraged on the campus include: Title I, Title II, Title III, Title VI, Special Education funding, state, local, and grant funding. Care was taken in selecting interventions that could be sustained after grant funding ceases.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 113901 | Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g).

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$74650	$10,000	$0	$380,280	$20,000	$386,880	$20,000	$393,480	$20,000	$238,580	$10,000	$1553870
#8-Professional and Contracted Services	6200	$78,581	$0	$2500	$300,005	$0	$197,750	$0	$189,280	$0	$141,100	$0	$1009156
#9-Supplies and Materials	6300	$90,230	$0	$2000	$168,000	$0	$168,000	$0	$68,000	$0	$42,000	$0	$638230
#10-Other Operating Costs	6400	$30,000	$0	$0	$110,000	$0	$110,000	$0	$110,000	$0	$35,000	$0	$395000
#11-Capital Outlay	6600/15XX	$583,000	$0	$0	$219,000	$0	$19,000	$0	$19,000	$0	$19,000	$0	$859000
Consolidate Administrative Funds	☒ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$		
Grand total of budgeted costs (add all entries in each column):		$856,461	$10,000	$4,500	1,177285	$20,000	$881,630	$20,000	$979,760	$20,000	$475,680	$10,000	$4455556

Administrative Cost Calculation

Enter the total grant amount requested: $4455556

Percentage limit on administrative costs established for the program (5%): × .05

Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: $222,761

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 113901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher/Interventionalist	2		$10,000	$0	$84,000	$86,000	$88,000	$44,000	$
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Project Director		1	$10,000	$0	$20,000	$20,000	$20,000	$10,000	$
5 Project Coordinator	1		$15,000	$0	$42,000	$43,000	$44,000	$46,000	$
6 Title			$	$	$	$	$	$	$
Auxiliary									
7 Title			$	$	$	$	$	$	$
8 Title			$	$	$	$	$	$	$
9 Title			$	$	$	$	$	$	$
Other Employee Positions									
10 Program Data Management	0	1	$10,000	$0	$20,000	$20,000	$20,000	$10,000	$
11 Parent Coordinator	1	0	$6,000	$0	$42,000	$43,000	$44,000	$6,000	$
12 Instructional Coach	2	0	$10,000	$0	$84,000	$86,000	$88,000	$44,000	$
13 Subtotal employee costs:			$61,000	$0	$292,000	$298,000	$304,000	$160,000	$
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay $75/day			$7,500	$0	$10,000	$10,000	$10,000	$5,000	$
15 6119 Professional staff extra-duty pay			$5,000	$0	$46,000	$46,000	$46,000	$46,000	$
16 6121 Support staff extra-duty pay			$2,000	$0	$10,800	$10,800	$10,800	$10,800	$
17 6140 Employee benefits			$9,150	$0	$41,480	$42,080	$42,680	$26,780	$
18 61XX Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$
19 Subtotal substitute, extra-duty, benefits costs			$23,650	$0	$108,280	$108,880	$109,480	$88,580	$
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$84,650	$0	$400,280	$406,880	$413,480	$248,580	$

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 113901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$		$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Success for All Whole School Reform Model	☐	$24,081	$	$145,505	$53,250	$44,780	$21,600	$289,216
2	Kagan Structures	☐	$10,000		$10,000	$10,000	$10,000	$10,000	$50,000
3	Raising Healthy Children,Guiding Good Choices	☐	$5,000		$15,000	$5,000	$5,000	$5,000	$35,000
4	PBIS – Safe and Civil Schools – CHAMPS	☐	$25,000		$25,000	$40,000	$40,000	$20,000	$150,000
5	Content Professional Development	☐	$15,000		$25,000	$25,000	$25,000	$25,000	$115,000
6	Evaluation	☐	$15,000	$2,500	$30,000	$30,000	$30,000	$30,000	$137,500
7	Enrichment Instruction for Extended Day	☐			$40,000	$40,000	$40,000	$20,000	$140,000
8	Survey for School Climate Data	☐	$4,500		4,500	$4,500	$4,500	$4,500	$
9	SiOP Training	☐			$5,000	$5,000	$5,000	$5,000	$20,000
1 0		☐	$	$	$	$		$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services requiring specific approval:		$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$	$	$	$	$	$	$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$		$	$
	(Sum of lines a, b, and c) Grand total		$78581	2500	300005	197750	189280	141100	

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 113901   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
1	Computer	Program Implementation – Staff - no surplus available	8	$1,000							
2	Printers	Program Implementation Staff – no surplus available	8	$500							
3	Tablet	For staff to input data and program implementation – no surplus available	8	$500	$16000		$	$	$	$	$16,000
4				$							
5				$							
6399	Technology software—Not capitalized				$	$	$	$	$	$	$
6399	Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:***				$74230	2000	168000	168000	68000	42000	$
	Grand total:				**$90230**	**$2000**	**168000**	**168000**	**68000**	**42000**	**$**

***
Item	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
Success for All materials in addition to contract	$23,230	$	$3,500	$3,500	$3,500	$3,500	$37,230
Read to Them – Read One Book	$5,000	$	$10,000	$10,000	$10,000	$5,000	$40,000
Studies Weekly	$9,000	$	$18,000	$18,000	$18,000	$9,000	$72,000
WordlyWise	$2,500	$	$5,000	$5,000	$5,000	$5,000	$22,500
Guiding Good Choices Parent Workbooks	$2,500	$5,000	$5,000	$5,000	$5,000	$5,000	$27,500
Action Based Learning Lab Equipment	$20,000	$	$2,500	$2,500	$2,500	$2,500	$30,000
Other Supplies and Consumables	$12,000	$	$24,000	$24,000	$24,000	$12,000	$96,000

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Texas Education Agency

Standard Application System (SAS)

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 113901

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: Parent Representative to Parenting Conference Evaluator to participate in National PBIS Conference	$10,000	$	$10,000	$10,000	$10,000	$10,000	$50,000
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$5,000	$	$10,000	$10,000	$10,000	$10,000	$45,000
	Remaining 6400—Other operating costs that do not require specific approval:	$25,000	$	$100,000	$100,000	$100,000	$25,000	$550,000
	Grand total:	$30,000	$	$110,000	$110,000	$110,000	$35,000	$595,000

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**** Travel for both instate and out of state is located under REMAINING 6400. Forms for Out of State Travel – Specific approval are attached. Included mandatory trainings for Whole School Reform – Success for All

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 113901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A		$	$	$	$	$	$
	66XX/15XX—Technology hardware, capitalized									
2	Tablets for student use in grades 1 and 2 Mobile Cart for each classroom with a class set of ipads.	10	$20000		$	200000	$	$	$	$200000
3	Laptop Computers for student use in grades 3-5 Mobile Charging cart for each classroom with a class set of laptops	15	$25000	375000	$	$	$	$	$	$375,000
4	Smartboard/Table for each classroom	25	$5000	125000	$	$	$	$	$	$125,000
5	Additional Server	1	10000	10000	$	$	$	$	$	$10,000
6	Wireless Points and infrastructure	6	$4000	24000	$	$	$	$	$	$24,000
7	Large Poster Printer for program information	1	10,000	10,000	$	$	$	$	$	$10,000
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9	Language Acquisition Software	1	$4000	$4000	$	4000	4000	4000	$4000	$20,000
10	Data Analysis Software	1	$15000	15000	$	15000	15000	15000	15000	$15,000
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13										
	66XX/15XX—Equipment, furniture, or vehicles									
14	Desk, chair, lockable filing cabinets, Book Case for program staff – no surplue available	8	$2500	$20000	$	$	$	$	$	$20,000
15			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21				$	$	$	$	$	$	$
			Grand total:	583000	$	219000	19000	19000	19000	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 113901		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	515		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	259	51.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	171	34.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	63	12.63%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	464	90.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	125	24.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	48	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	96		2014-2015 Student Discipline Action Summary
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	89		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	7		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	231	81.9%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The student population of Crockett Elementary is vastly poor, minority and underserved. The students enter the school system with burdened with all the risk factors associated with poverty and have few support systems to offer protective factors.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 113901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	41		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	31	76.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1.5	3.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	6	14.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	9	22.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	31	77.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	6	19.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	14	45.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	5	15.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$33,874		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$34,198		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$37,984		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$46,923		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with ~~11-20 Years~~ (Over 20)	$52,182		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	6	14%	Staff FTE Summary
Staff with Bachelor's degree as highest level attained	30	73%	Staff FTE Summary
Staff with Master's degree as highest level attained	5	12%	Staff FTE Summary
Staff with Doctoral degree as highest level attained	0	0%	Staff FTE Summary

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff turnover rate at Crockett Elementary is high every year. It is hard for the district to retain staff when the economic conditions of the community are such that the City of Crockett was named the Poorest Town in Texas in June 2015. Employment for a spouse within the immediate area is hard to come by. Housing is not readily available. In addition, the low salary schedule makes it hard to compete with other school districts.

It is worth noting that although Crockett Elementary has a large number of teachers with more 11-20 years of experience and more than 20 years of experience, this is a blessing and a curse. The blessing is that teachers have years of experience in the classroom. The curse is that many of these teachers are retiring each year and there is not a supply of young teachers to replace them.

In addition, the demographics of the student population and the teacher population are far apart. In fact, there is no Hispanic teacher on the campus, even though student population is over 30%.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	125	109	86	91	104	0	0	0	0	0	0	0	515

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	5	6	6	6	7	0	0	0	0	0	0	0	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting. **Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD investigated multiple methods for completing a data analysis and comprehensive needs assessment (CNA) that would result in the data necessary to achieve meaningful and sustainable change within the district and each individual campus. Given the focus on academic achievement and turning around low performing schools, CISD elected a needs assessment process that was recommended/aligned to the Texas Accountability Intervention System (TAIS) continuous improvement process. A committee (team members) was formed that included administrators, teachers, staff, parents, and community members. Student voice was gathered through focus groups and surveys. Extended staff, parent, and community voice was gathered through public meetings and surveys. After the initial meeting to train committee on the process involved and to initate the CNA, subcommittes were formed. The committee broke the work to be completed into sections and assigned the segments to the subcommittees. Bi-weekly meetings were held over a period of three months (frequency and timeline). Subcommittee work was shared during the process of completing the CNA. The process brought clarity to the needs of Crockett Elementary School and enabled for an effective method of making data based decisions and to guide the continual improvement process. The process included five steps (key activities):

1. **Clarifying and Prioritizing Problem Statements** – Within the committee it was import to brainstorm problem statements that were: substantiated by data/facts; were concise; focused on solitary issues that could actually be addressed; was relevant to the needs of the school; and did not identify causation or possible solutions. All ideas were written down and placed on paper around the room. In prioritizing the problem statements, each member was given an opportunity to select their top three and bottom three problem statements. The "votes" were tallied and all statements receiving top votes were examined in rank order as to: does it address an area of low performce or need; how many students does it affect; does it focus on student achievement; and can it be addressed realistically.

2. **Establish Purpose of Needs Assessment** – It was agreed that the CNA should be a work in progress. The committee agreed that the needs assessment is more than a box to check off for mandatory state reporting for for a grant application. A focus was placed on the shared vision and mission statement for the campus. An effort was made to be all-inclusive and enable stakeholders to have a voice in the process. Time was spent to bring about a clear understanding of: what information the committee believed should be known to meet goals and objectives; how objectives would be measured; and how it would be determined that a problem has been successfully addressed.

3. **Gather Data** – Much discussion occurred concerning what types of data were available and what data would be necessary to fully examine the root causes of campus needs. Discussion also included debate as to what data truly measured the problems being addressed and how a combination of multiple data points would bring about a better picture. Some of the multiple data points to be collected included: student and teacher demographics; attendance and discipline reports; report card grades; PIEMS, TELPASS, PBMAS; STARR; compliance reviews, focus group, transcripts, etc. Responsibility for gathering data was delegated.

4. **Analyze and Organize Data** – The committee looked at the data and tried to determine trends. It was worth noting that many of the data points revealed strengths and weaknesses within the campus in data collection and organization. Gaps in data that were noted were addressed and supports were identified so that future data analysis would not be missing data, or would have data readily available.

5. **Conduct a Root Cause Analysis** – For each problem statement, a list of possible causes was made. The list started with ten ideas and then expanded. The subgroup involved with a particular problem statement then lead discussion on combining and reducing causes. The remaining causes were listed on a T chart and each was reviewed to see which causes were actually within the control of campus to change. For each within the control of the campus a "5WHY's" was completed to further get to the root cause of a problem rather than just a symptom.

This process lead to a discussion concerning which reform model would be appropriate for Crockett Elementary (see full discussion below). The Whole School Reform Model was chosen and the Success for All approved evidenced based program was identified. The goals included: increasing literacy and vocabulary skills of students; implementing with fidelity a comprehensive RTI program, focus on PBIS structures within school, enhance teacher and administration effectiveness, engage parents and community members in an open and transparent manner in the school.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has completed a comprehensive needs assessment that indicated that literacy skills were at the root of many students' academic challenges. The Early Learning Intervention Model and Texas State Design were not appropriate models due to the campus being a 1st through 5th grade only elementary campus. Closure of the campus was not a feasible alternative as Crockett Elementary is the only elementary campus serving 1-5th grades in the rural community. Restart was not supported by the community given the requirement to use a Charter Management Organization or an Education Management Organization for the newly establish campus. In addition, Crockett ISD has recently replaced the school principal (although it will be outside the timeframe for meeting the Transformation or Turnaround models – on or after the 2014-2015 school year). The new leadership is making gains in campus moral, teacher effectiveness, and student achievement, thus the committee tasked with identifying a model for implementation deemed that it would not be in the best interest of the students or the school for another change in leadership to occur.

The district has had exposure to Success for All (pilot program only) and has experienced both student gains and teacher buy-in for the effectiveness of the program. A statistical and rigorous evaluation of the effectiveness of the program could not be completed because the program was NOT implemented with strict fidelity and all components were unable to be initiated because of lack of funding for initial investment. Crockett ISD is committed to implementing the program with fidelity, and is seeking funding sources to do so. Being able to implement the Success for All program within the Texas Title I Priority Schools grant enables the district to implement the program with fidelity and increase the district's capacity (use of professional development and trainer of trainer coaching) to sustain the program with standard budget funding after the initial upfront costs are covered. Prior exposure to the Success for All program enabled Crockett ISD to ascertain that it was a good fit for the school and the community. In addition to being a literacy program, the Success for All model is a comprehensive whole school reform framework. The fit was good for Crocket Elementary because Success for All's Leading for Success Schoolwide Solutions teams focus on supporting specific non-academic areas that are designed to help teachers and administrators educate the whole child by addressing issues that may impede learning. The Parent and Family Involvement component specifically encourages parents to become active participants in their child's education. The program uses extensive professional development and on site coaching to help staff understand and use research proven approaches to cooperative learning, classroom management, motivation, teaching of metacognitive skills, cooperative learning, and assessment. SFA has shown improvements in attendance, discipline, community and parent involvement and positive school climate in schools with similar demographcs.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD engaged student families and community members in the needs assessment and planning process of the model selection. Specific actions the campus took to solicit input from all stakeholders consisted of invitations for families and community members to join the advisory committee and resulted in numerous representatives. In addition, school climate surveys were also distributed. Focus group meetings to explore and identify a model for reform were also held. The communities' voice and input was taken into consideration when the model was selected.

The diverse advisory committee met and completed a comprehensive needs assessment and school improvement plan. The data from this processes allowed the committee to see the current status of the school based on all critical success factors (CSF). The committee evaluated all the school reform models using the data from the above documents as a guide to determine their individual positive and negative features as it pertained to Crockett Elementary School's unique unmet needs. A major emphasis was placed on increasing academic achievement of students – especially in regards to literacy. As stated above, the Early Learning Intervention Model and Texas State Design were not appropriate models due to the campus being a 1st through 5th grade only elementary campus. Closure and Restart of the campus were also not an acceptable option for the community. Crockett ISD has recently replaced the school principal (although it will be outside the timeframe for meeting the Transformation or Turnaround models – on or after the 2014-2015 school year). The new leadership is making gains in campus moral, teacher effectiveness, and student achievement, thus the Transformational and Turnaround models were excluded since the committee deemed that it would not be in the best interest of the students/school for another change in leadership to occur. Thus, Whole School Reform Model was picked.

The school has had exposure to Success for All (pilot program only) and has experienced both student gains and teacher buy in for the effectiveness of the program. Crockett ISD has made a commitment to implementing the program with fidelity, and was seeking funding sources to do so. Being able to implement the Success for All program within the Texas Title I Priority Schools grant was seen as advantageous to the committee. It would allow the district to implement the program with fidelity and increase the school's capacity (use of professional development and trainer of trainer coaching) to sustain the program with standard budget funding after the initial upfront costs are covered. In addition to being a literacy program, the Success for All model is a comprehensive whole school reform framework. The model includes a Leading for Success Schoolwide Solutions team focus on supporting specific non-academic areas that are designed to help teachers and administrators educate the whole child by addressing issues that may impede learning. This matched the Executive Management Team structure that Crockett Elementary is adopting. The Parent and Family Involvement component specifically encourages parents to become active participants in their child's education which was seen as a positive also. The program uses extensive professional development to help staff understand and use research proven approaches to cooperative learning, classroom management, motivation, teaching of metacognitive skills, cooperative learning, and assessment. The mandatory professional development includes week long training at the national site in Baltimore, Maryland for a core group from the campus each year so that they can also network with other schools implementing the model plus participation in the SFA national conference. Professional development, coaching, and fidelity checks on site include over 19 days each year. SFA has shown improvements in attendance, discipline, community and parent involvement and positive school climate – all of which match the needs of Crocket Elementary, in schools with similar demographics. In addition, results of surveys indicated that parents, teachers, administrators, and community members overwhelmingly supported the use of Success for All.

Plans to meaningfully engage families and the community in the implementation of the whole school reform model on an ongoing basis include: membership representation on the advisory committee; public meetings to disseminate grant data and information; periodic focus groups; a dedicated email to receive public comments and concerns; opportunities to engage in parent workshops to expand parenting skills and increase relationships with other parents and the school; participation of parents in statewide parenting conference; oppportunities to volunteer and become involve on campus; and increased support and communication between school staff and families.

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Schedule #14—Management Plan

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1	District Coordinator of School Improvement (DCSI) (required)	District employee who participates in Superintendent's cabinet. Liason with district and campus personnel. Ensures the effective implementation of the grant. Serves as the district liaison to TEA and those providing technical assistance and/or contracted service.	Master's degree preferred. Teaching certificate or related experience. Must have: excellent written and verbal communication skills; experience successfully working with high- risk students; proven leadership skills; and knowledge of computer software and technology necessary for collecting and reporting data. At least 5 years of successful program management.
2	Principal	Principal will be the leader of the campus. This includes being the LEAD leader, the LEAD learner, the LEAD manager and the LEAD motivator of staff. They will resonate a dedication to student success and family involvement.	Master's degree and a Texas principal certification required. Must have ability to; successfully work with high-risk students and their families; guide instructional practices; and facilitate open communication and systemic change. At least 3 years of successful campus administrative leadership experience.
3	Project Coordinator	Oversees the day-to-day opperations of the grant program. Manages program implementation, schedules and monitors services being provided, facilitates purchases and contracts, monitors data and program effectiveness, and communicates to stakeholders.	Bachlor's Degree. Must have ability to engage families and community in school efforts; ability to interact with student and adult learners; knowledge of software and technology to collect and report data; knowledge of community resources; excellent verbal and written communication skills. At least 2 years experience working with at-risk students and families.
4	Family Coordinator	Will engage families and community in school efforts; interact with student and adult learners; implement programs to increase parental involvement, assist families with learning support strategies.	Bachlor's Degree. Must have: knowledge of software and technology to collect and report data; knowledge of community resources; & excellent verbal and written communication skills. At least 2 years experience working with at-risk students and families.
5	Instructional Coach	Collaborate with peers to increase classroom management skills and instructional capacity (strategies). Analyze and share student data.	Bachlor's Degree and Texas Teaching Certificate. Must have ability to work well with peers in a collaborative manner and to analyze student data. At least 3 years teaching experience.
6	Instructional Interventionist	Works directly with at risk students to develop and implement personalized, student-centered interventions that will facilitate student academic success.	Bachlor's Degree and Texas Teaching Certificate. Experience successfully working with at-risk students and their families and making significant academic gains. At least 3 years teaching experience.
7	Technology Director	Manage and maintain technology equiptment for program use, including network capabilities and individual devices. Manage and maintain software applications. Advice and consult on software and technology purchases.	Bachlor's degree. Must be able to: work successfully with both student and adult learners and deliver adequate instruction for users to feel confident and competent using technology. At least 2 years experience successfully managing district technology systems and programs.
8	Data Specialist	Monitor data regularly in areas of attendance, absences, discipline, grades and program specific targets. Maintain all data records. Collect and prepare data for reports and evaluation.	High School Diploma, Bachlor's degree preferred. Must be: detail oriented; have knowledge of grant requirements; and able to manage multiple tasks and adhere to strict deadlines. At least 3 years experience in data management, collection, or grant programs.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 113-901	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Professional Development and ongoing partnership and consultation with SUCCESS FOR ALL – WHOLE SCHOOL REFORM	A federally approved Whole School Reform model that: (1) emphasizes phonics for beginning readers and comprehension for all students, an emphasis on cooperative learning, across-grade grouping and continual regrouping, frequent assessments, and tutoring for students who need extra help; (2) Whole-school improvement components that address noninstructional issues that can affect student learning, such as behavior,attendance, and parent involvement, (3) A set of strategies for securing teacher buy-in, providing school personnel with initial training and ongoing professional development, and fostering shared leadership in schools. Critical Success Factors: Increase student academic performance, increase learning time, increase school climate, increase teacher quality. Encompasses all Critical Success Factors (CSF).	One of the approved federal programs for Whole School Reform Model.\n\nCertified trainers. Ability to implement Trainer of Trainers (TOT) program for sustainability efforts.\n\nEvidenced Based Strategies reviewed by independ researchers with results in peer-reviewed journal. Culturally and linguistically appropriate in population. Framework being presented is supported as a "best practice" for similar population. Use of certified trainers. Evidence to support approach has successfully improved educational campuses.
2.	Professional Development in Cooperative Learning – KAGAN STRUCTURES	To provide professional development to teachers and administrators in successfully implementing cooperative learning strategies in the classroom environment. CSF: Increase student academic performance, increase learning time, increase school climate, increase teacher quality.	Evidenced Based Strategies reviewed by independ researchers with results in peer-reviewed journal. Certified trainers. Culturally and linguistically appropriate in similar population. Trainer of Trainers (TOT) program for sustainability efforts.
3.	Professional Development in Data Analysis	To provide professional development to teachers, staff, and administrators in successfully implementing a culture within the school to analyse student data on a regular basis and implement data based decision making concerning students, instruction, and leadership. CSF: Quality data to drive instruction, leadership effectiveness, and teacher quality.	Framework being presented is supported as a "best practice" for similar population. Use of certified trainers who have at least 5 yrs of practical experience and 3 yrs of training experience. Evidence to support approach has successfully improved struggling educational campuses. Ability to sustain approach after funding.
4.	Professional Development in Content Areas	To provide support for teachers in increasing content specific strategies and knowledge that will increase teacher effectiveness and academic achievement. CSF: teacher quality, academic performance.	Framework being presented is supported as a "best practice" for similar population. Evidence to support approach has successfully improved campuses.
5.	School Climate and Student Voice	Vendor to provide means of using surveys and other data collection instruments to obtain information about student, parent, and community perceptions in order to improve school climate. CSF: School Climate, Quality Data, Family Engagement.	Framework being presented is supported as a "best practice" for similar population. Use of certified trainers. Evidence to support approach has successfully improved educational campuses.

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Crockett Elementary School and Crockett ISD will ensure that all project participants remain committed to the project's success by using an inclusionary model to receiving input from all stakeholders. Specifically, the input received from teachers, parents, community members, and students will be treated as data concerning the project's progress. Input that is not respected and valued is meaningless and Crockett is committed to fostering a climate where this input is meaningful in both planning and continuous improvement efforts. In addition, Crocektt Elementary enhances the ability to have staff remain committed to the program by having staff votes on their support of initiatives. This support indicates that the staff is ready to implement the program with fidelity, willing to change current practices, ready to fully participate in training, and will engage in self reflection, self assessment, and self adjustment practices geared toward increasing student success. Because the administration of Crockett Elem has invited members of the community and parents to participate in meaningful and purposeful ways throughout the planning and implementation of this project, it is anticipated that they will have a deeper commitment to its success and will claim ownership of the interventions. Another element that will add to the continued commitment of participants is the level at which this program implements not only instructional and content support for staff, but also an integrated form of support for all stakeholders. A shift in school cliate to one that promotes finding excellence in both oneself and in others is also a strong foundational piece to continued commitment to the project's success. Crockett believes that by working with all stakeholders and being transparent concerning the planning and implementation of the program that commitment can be sustained.

Crockett ISD like other school districts have previously experienced the pain involved when a key leadership position is vacated and a new individual takes control. Although the new leader is usually knowledgeable and well intentioned, effective programs that were previously being implemented on the campus are often replaced for programs that are more familiar to the new leader. This often happens because there is a lack of district support for the current programs, or a lack of internal capacity to successfully communicate the data that supports the program's effectiveness and how the goals and objectives of the program are aligned with the campus vision. To counteract this type of occurance, Crockett ISD will implement multiple succession management strategies. First, the Superintendent will commit to fully supporting the campus in implementation of the program with fidelity. This will eliminate the temptation to start a program and not give it the time necessary to show true impact. In the same way, although continuous improvement will always be a major component of the program, fidelity to the central tenents of the reform model and evidenced based programs is necessary. Adjustments made to program implementation should be minor in scope and not lessen the intervention as proposed and validated by the developers. Second, the Superintendent and school board members will be continually updated on the program's progress and effectiveness. This will enable them to be a champion for the program when new leadership is hired. Third, Crockett Elementary will assure that staff are well trained and that they have sufficient competence and confidence to communicate how the program is aligned with the district and campus vision. This will be accomplished by giving staff time for implementation and by using an instructional coaching model to assure that strategies and practices are being implemented fully. This frequent and continuous feedback to teachers is necessary for success. In addition, all staff will be trained and responsible for using data to guide instructional practices, thus they shall also be able to communicate this process to the new leader. Fourth, programs implemented throughout the grant have been purposefully choosen to increase the campuses' internal capacity through the use of the train the trainer model and instructional coaching. Key personnel can be the project director, the family coordinator, an instructional coach, interventionist, or perhaps even a highly effective teacher. Crockett will enable the school to continue delivering high quality programing by utilizing an Executive Management Team (EMT) concept. The EMT concept allows for cross training and regular communication among multiple individuals so that if one individual is absent from the team the whole program can still produce maximum effort, meet deadlines and deliverables, and have implementation fidelity. Maintaining and sharing records in an organized fashion (both hard and electronic copies) enables more depth of understanding of the entire program. The increased capacity of the school as a whole is also important for sustained implementation. The planning of this grant proposal has been completed with the end of funding in mind. Interventions are proposed that have the ability to produce in house trainers such that costs can be maintained by traditional budgeting sources after capacity has been increased and initial investments in equipment and non-consumable supplies have been acquired. This demonstrates the campus' and the district's commitment to the implementation. In addition, Success for All, REQUIRES that at least 75% of the teachers on a campus vote to implement the program and teachers have made this commitment.

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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The elements of the project that are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends include:

- Success for All reading strategies and curriculum includes: beginning reading instruction for 1st grade; Grade 2-5 Comprehension focused instruction in which students work in small teams, deep reading, and writing process; one to one computer assisted tutoring for struggling readers; family literacy programs to engage paretns in support their children's reading and involvement of parents to solve problems such as poor attendance, vision and hearing services, and social services; school wide reading assessments; quarterly formal assessments; data driven leadership strctures; extensive professional development to ensure implementation with fidelity, coaching to continually improve teacher skills in teaching reading, and sharing of best practices. Each classroom and teacher is supplied with non-consumable materials and curriculum. The monetary and time commitment costs of this program are significant and proven to be worth it. Professional development days on site with program staff consists of 36 days for year 1 and 19 days for years 2 and 3. This includes training for the entire staff, grade level trainings, coaching visits, and fidelity visits. This intensive PD and support schedule allows for campus staff to increase their capacity so that they will be able to sustain the program in future years after funding ceases. The only sustaining costs will be occasional technical support and refresher PD and replacement supplies as needed. These costs will be allocated through the Title I and Title II funds for Crockett Elementary.
- Kagan Structures – Kagan structures are cooperative learning techniques that enable classroom teachers to engage more students using less instructional time. During the grant period, classroom materials and 5 days of PD over the 5 years will be scheduled on site to fully implement all training. In addition, a cadre of teachers and administrators will participate in Trainer of Trainer opportunities so that continual PD can be delivered on campus each month during the grant and after funding ceases. Costs for sustaining include replacement materials from campus budget.
- PBIS –CHAMPS is a PBIS framework developed from Safe and CivilSchools to manage discipline issues and increase proactive classroom management. A cadre of trainers will participate in a train the trainer program and then return to the campus to train the remaining staff members. The cadre will receive advanced refresher coarses during the grant period to gain confidence and competence. Sustaining costs will include manuals for new teachers. This is manageable within the campus budget.
- Literature in the Home. The program consists of utilizing the Read One Book (supported by Texas Association of School Administrators- see full description below) program each semester of the grant and the use of Studies Weekly. In addition, a summer reading program will also be included that encourages families to read ten books that are given to students over the summer. It is believed that Studies Weekly can be supported through Title I funding for the campus. Summer reading programs and the Read One Book Program will be sustained through community sponsorship or other competitive funding sources.
- Action Based Learning Lab is a classroom that has been transformed to include physical education equipment. It enables tutorials and remedial assistance to be provided to students in a tactile manner that pairs tutoring of core content material with physical activity. It will be incorporated into RTI. Many students would actually learn better with these instructional strategies. At least three staff members will be trained on techniques for this type of instruction. This enables sustainability in case of a staff member leaving the district. Since almost all costs for the program are involved in the initial setup of equipment and training no sustainability costs would be incurred.

Crockett ISD is fully committed to the reform of Crockett Elementary School. The successful implementation with fidelity of the programs as outlined in the proposal will support the CSF and enable increased academic performance to be realzed. It will also improve parent and community engagement, school climate, staff moral, teacher effectiveness, and campus leadership skills. It is believed that the initial costs for implementing programs carry the biggest burden to implementation. After initial materials and non consumable supplies are in place, as well as having an increased capacity within the school due to the use of the train the trainer opportunities, sustainability will be manageable. In addition, the increase in teacher effectiveness and school climate is likely to decrease needs of the campus that are currently absorbing funding. With the improved capacity and efficiency on the campus Crockett is convinced it will be able to provide continued funding and support to sustain the reforms initiated after the grant ends by leveraging funding and seeking additional competitive grants.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 113901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process used at Crockett to establish challenging yet attainable performance measures that result in substantially improved student achievement and enable the campus to exit lowest performing status begins with the comprehensive needs assessments and campus improvement plan. The data from these assessments guide the creation of performance measures. The superintendent, campus administration, and teachers give direct input into the performance goals to ensure that they are ambitious, yet reasonable. The performance goals for each area are further discussed with members of the group most related to their implementation. For example, the performance goals that are concerning parent involvement will be discussed with the advisory committee, parent focus groups, and the PTA. This gives an opportunity for input and the ability to add additional measures if necessary. Once all performance measures have been discussed with related groups, they will be made public to increase transparency, ownership and the likelihood for reaching the goals. Where possible, the most recent data will be used in establishing targets for performance goals. In some cases there might not be data available for the performance measure because it has not yet been tracked. At times this will make it necessary to actually create a tool for data collection and measurement.

Setting the goal for all performance measures starts with the end in mind: that all students are achieving significant academic growth and are on track to become college or career ready. In addition, trends from the past must be examined and weighted against the reseach evidence of typical achievement growth for the specific interventions being implemented.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett will collect both qualitative and quantitative data on a regular and continuous basis. The collection methods will vary depending on the data. Examples of collection methods include: observations, surveys, interviews, focus groups, PIEMS reports, STAAR data, transcrips, attendance, discipline, summary of standard's based strengths and weaknesses, etc. Project staff will be tasked with the responsibility of collecting and reviewing data on a continuous basis. For example, attendance and discipline data could be collected dailey, but reviewed monthly. The Data Specialist will centrally gather the collection of data. This data will be formatted into electronic spreadsheets to be used in data analysis and to identify trends. The methology and rate of data collection is directly related to the type of data being collected. Analysis of collected data will be rigorous and based on current statistical practices and guided by the external evaluator and program staff. Data will be screened at the analysis stage to identify outliers and adjust for missing data.

Attendance – Collected dailey for both students and teachers, %
Discipline – Collected daily – Numebr of referrals sorted by categories
Student Grades – Collected dailey, weekly, term, annual
STAAR Assessments – Collected Annually
Reading Levels – Quarterly
RTI Interventions – Weekly
Participation in Action Learning Lab
Number of hours of extended learning time – Collected monthly
Demographics of students using extended learning time – Collected monthly
Parent Involvement Activities – Collected monthly according to dosage (Number of events and number of hours)
Teacher Evaluations – At least annually. – Recommended to have at least three administrative assessments each year
Classroom observations and mentoring by instructional coaches to monitor fidelity of instruction–At least 5 times a year
Professional Development participation – Quarterly

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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Executive Management Team will be responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. The team will meet monthly to review data, stakeholder input, and the implementation schedule of activities. Each program, intervention, or a separately measured component of a program or intervention will be assessed for their effectiveness. Crockett Elementary has reached a point where the staff has determined that student academic achievement, school climate, and parent engagement levels are no longer acceptable and that there is a need for an immediate change. The programs and interventions chosen to be implemented were done so after careful and pureposeful research and consultation with stakeholders. However, if a program or intervention is not producing the necessary outcomes, adjustments should be made.

Data will be collected on a continual basis and recorded in electronic spreadsheets by the Data Specialist. Program staff will also be assigned to record observational data on program implementation, fidelity issues, and areas of weaknesses in staff that might benefit from additional feedback or training. Data will not only include student achievement, attendance, and discipline issues, but also school climate, surveys, and formal assessments. In addition, data will be collected on professional development opportunities, teacher adjustments to instructional practices to implement PD. All data will be able to be cross-tabulated between students and teachers. Program staff and the project evaluator will be able to analyze data in such a way to determine the effectiveness of the interventions on the academic achievement of student and on the quality of teaching and leadership.

The process of analyzing the data and assessing these interventions for effectiveness is multifaceted. First, it is necessary to collect and analyze data to determine impact and statisitical significance. If an intervention is not demonstrating the expected improvements, it then becomes necessary to assess whether the intervention was in fact, implemented with strict fidelity. If fidelity is lacking, then a determination as to why the intervention was not implemented properly must be made. It might be determined that the participaular intervention cannot be implemented in the school's specific setting with fidelity. If this is the case then a further determination must be made whether to continue the intervention or transition to a more suitable evidenced based program. On the other hand, a lack of fidelity in implementation might also be caused by a lack of training or inadequate training. In this case, a remedial step at ensuring proper implementation should be delivered and thena re-evaluation made at a later date.

Next, it is necessary to determine the actual monetary and time commitment costs for the intervention. A cost analysis for each intervention should be included in its determination of assessing its effectiveness. An intervention that is free or relatively inexpensive and takes little additional effort/time, might only produce modest gains but it could be worth keeping in place. On the other hand, an intervention that produces moderate inprovements, but has a substantial commitment of money or time involved with it might need to be replaced.

Problems with project delivery are usually identified in one of three ways: (1) staff responsible for monitoring the implementation report a problem; (2) a stakeholder makes a complaint about the problem; or (3) the data indicates a need to investigate for a potential problem. Depending on the exact nature of the problem, the solution could be simple or complex. However, it is the project management – namely the coordinator and project director who are ultimately responsible for followup on problems and working collaboratively with the Executive Management Team to determine a coarse of action.

Problem identification and continuous improvement activities are ongoing and will be handled as soon as possible. All issues will be addressed monthly or as data analysis is available to make data driven decisions.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has a rigorous review process used to select the highest quality and best fit external providers for $50,000 and over. Crockett ISD has a list of preferred providers and approved vendors. All vendors on the list will have performed quality work in the past and met all deliverables and/or deadlines. Additional approved vendors are taken from the Buy Board list. If additional vendors need to be recruited or if a specialized service is needed, CISD will advertise for such products and services as appropriate. If federal requirements for procurement are at lower threshholds that CISD, the federal policies will apply.

For external providers that are over $50,000 CISD reuires a competitive bidding process and creates/publishes a formal request for proposals. In an effort to gain multiple providers to chose from, the proposal will be on the district website, advertised in at least one newspaper, listed on list serves, other local, state, or national marketing, and posted in the central administrative offices. When the deadline has past and CISD closes the solicitation, each response will be opened and assessed based on the criteria of the proposal, ability to perform the scope of work, level of experience, prior success with similar projects, and the cost associated with the work. A risk assessment related to each vendor will be analyzed including their ability to support the project within their organizational structure and financial abilities. After a vendor has been identified, the district will work with the campus administrator in negotiating a final contract that includes explicit roles and responsibilities, performace expectations and consequences for failure to meet those expectations. All elements of the process will be open and transparent to the community to the extent allowable by law.

Crockett ISD routinely uses Independent Contractors for services that cannot be completed with CISD staff. Crockett ISD, being a small rural district, makes this a necessary part of school business. CISD anticipates the use of an independent contractor for project evaluation and for professional development services. These services will be advertised in an open and fair competitive marketplace as per district policies.

All offers will be examined by the district program and finance offices to determine if a true independent contractor relationship exists. Next a negotiated contract must be entered into after fee, quality of service, and timeline is agreed upon.

All contracts valued at $50,000 or more require Board of Trustee approval before being signed. Documentation of competitive bids, sole source letter, W-9, copies of advertisements, and a copy of the request for proposal should be kept in the official files along with a signed copy of the contract.

Requirements for contracted services vary between local, state, and federal regulations. The strictest regulation will be followed as required by law.

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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has a rigorous and ongoing process for providing oversight to external providers to ensure their continued quality and success in meeting project deliverables. With grant funded programs, the Assistant Superintendent, Wendy Tullos, as well as the campus principal and project director will be responsible for making sure that the scope of work is competed as specified in the contract. The terms for payment must be spelled out within the contract. The independent contractor must provide an invoice to CISD. A signature from the project director and Assistant Superintendent (or their designee) must be fixed to the invoice before submitting for payment. All invoices must incluse an account number. If a service is to be cost shared with another account due to leveraging of funds then the percentage of both accounts should be listed with the determination of how that percentage was determined.

All external providers will have their work product monitored on a regular basis by the project manager. Long term providers will have work reviewed at least monthly. Providers who deliver services on a multiple occasions but not necessarily on a consistent basis (such as a provider for professional development who will deliver three days of service in august, one in January and one in May). These providers must be observed at least 15% of their time on campus and produce copies of either a pre/post assessment or a participant survey for each occurance.

Each external provider will have an instrument to summarize the work product to be completed and the timeframe for each segment of the work. The project director is responsible for indicating completion of work product and to what degree of satisifcation this work has been completed. Should it become necessary to indicate that work is not completed to satisfactory levels or has not been completed by a deadline, this should be communicated both in written and verbal form if possible. All copies of corrective actions needed should be filed with the original contract. Payment will not be made for services not completed to a satisfactory level.

Procedures and requirements for ending a contract or replacing an external provider will be written within the formal contract. All contracts will have a release clause for unsatisfactory work product. Contracts can only be broken and/or ended by an administrator at the district level.

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Identify and implement a campus based Leadership Team. Leadership Team membership will include administration, teachers, staff, parents, and community members.
2.	Train and Implement procurement procedures for contracted services, supplies, and equipment needed for full program implementation with staff.
3.	Administrators and teachers will attend training and professional development necessary for full implementation of program objectives.
4.	Development of schedule for full implementation and a schedule of professional development to maximize implementation success and adhere to the least number of days teachers are out of classroom environment.
5.	Bide and purchase all technology-based equipment so that they will be in place for the full implementation school year. (Year 1 budget reflects the fact that many purchases for full implementation will be completed in year 1 so that materials are ready on the first day of school.)
6.	Bid and Purchase all curriculum and supportive materials needed for use within the first 90 days of full implementation. (Year 1 budget reflects the fact that many purchases for full implementation will be completed in year 1 so that materials are ready on the first day of school.)
7.	Advertise and hire staff as needed.
8.	Develop policies and procedures to ensure proper implementation.
9.	Develop evaluation plan with external evaluator.
10.	Develop data collection instructments as needed.
11.	Update comprehensive needs assessment and campus improvement plan.
12.	Particiapte in leadership training activities.
13.	Activily participate in Success for All pre implementation training
14.	Schedule and participate in Raising Healthy Children/Guiding Good Choices parenting training for Trainer of Trainers.
15.	Plan and develop community partners for extended day activities.
16.	Schedule monthly parent and community meetings to inform and receive input from stakeholders.

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett ISD has experience in managing, implementing, and evaluating grant programs which are similar in size to the TTIPS grant. Crockett ISD has successfully managed a number of competitive grants including US Department of Education Carol M. White Physical Education Grant, Innovative Approaches to Literacy, and the Secondary and Elementary Counseling Grant. CISD has also received multiple grants from the Substance Abuse and Mental Health Services adminsirtation (SAMHSA). Grants awarded through the Texas Education Agency include a Technology Lending Program Grant, Teacher Mentoring, and Education Excellence Award.

Funding for project interventions will be supported by other funds being leveraged into the program over time. Currently the Secondary and Elementary Counseling Grant supports multiple endeavors that will coordinate with the interventiosn in this program including the inclusion of social emotional learning, community support services, counseling services, and discipline management training. Interventionists for work with RTI are paid for by Title I funds. Professional development in addition to what is listed within this proposal is being supported from Title II funds.

Crockett ISD is making a long term commitment to system change within Crockett Elementary to increase student achievement, parental engagement, and school climate. Funding from local and other sources will be maintained on this campus and no funds will be supplanted.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students. Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or *WHOLE SCHOOL REFORM* model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services. These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below. Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WHOLE SCHOOL REFORM MODEL being implemented by Crockett Elem is *Success for All*.   Educators, policymakers, and researchers agree that teachers have a significant impact on student learning (Chetty, Friedman, & Rockoff, 2011; Nye, Konstantopoulos, & Hedges, 2004). They also know that effective teachers do more than promote academic learning—they teach the whole child. Social-emotional competencies not only prepare students to be able to participate in learning experiences, they also increase students' capacity to learn (Durlak et al., 2011). Student learning is enhanced when teachers integrate social-emotional competencies with academic learning (Elias, 2004). Teachers help promote the social and emotional learning skills students need to be academically successful, such as collaborating with others, monitoring their own behavior, and making responsible decisions. To bridge the connection between social-emotional learning and the work that educators are already doing, educators need access to tools, supports, and resources on social-emotional learning that are integrated *into* existing teacher professional development systems. Not only does this reinforce the importance of social-emotional learning, it avoids overburdening educators by layering on yet another separate initiative.

The non-academic, social-emotional, and community oriented services that will be provided to student include:
 Success for All – Non Academic/Social Emotional Support - *Getting Along Together* is Success for All's schoolwide social emotional problem-solving program for elementary school. Through GAT, students learn to use and master cognitive and interpersonal skills that create the foundation for academic and lifelong success. GAT teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success. During the first two weeks of school, GAT classroom structures and routines are introduced in daily sixty-minute lessons. During the rest of the year, weekly thirty-minute skill lessons are taught to deepen student understanding of key skill areas, and weekly Class Council meetings are held to provide ongoing practice. Students get instruction and practice in the cognitive areas of focus, active listening, self-control, and memory; the affective areas of emotional self-control, feelings identification, and empathy; and the interpersonal areas of friendship, conflict resolution, and social problem solving.

Raising Healthy Children/Guiding Good Choices – Non Academic/Social Emotional Support - Guiding Good Choices (GGC) is a positive youth development prevention program that provides parents of children in grades 4 through 8 with the knowledge and skills needed to guide their children through early adolescence. It strengthens and clarifies family expectations for behavior, enhance the conditions that promote bonding within the family and the school, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. It is a five-session curriculum that addresses setting clear family expectations, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills.

Service Learning Projects - Social Emotional, and Community Oriented Services - Service learning includes student leadership, reflective and academic components, and chances for celebration once the service activity has been successfully completed. Students reflect on community needs, ways to help, and once their service has been completed, they can internalize how their efforts have helped, while learning more about academics such as geography, math, or science.

Extended Day Enrichment Activities – Non Academic Social Emotional, and Community Oriented Services - Attendance in extended day programs can provide children with supervision during a time when many might be exposed to and engage in more anti-social and destructive behaviors. These programs can provide enrichment experiences that broaden children's perspectives and improve their socialization such as specialized activities, using professionals or volunteers to provide instruction in ballet, tap-dancing,music, karate, and chess. These programs seek to help children make creative use of their free time. Programs can also help to improve the academic achievement of students.

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15: New Governance Structure/Turnaround Office
Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer Applicants proposing the **_WHOLE-SCHOOL REFORM_** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The model you will partner to implement the whole-school reform:	Success for ALL
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success for All was evaluated in a three-year randomized control trial funded by the U.S. Department of Education between 2002-2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools - enough to cut the black-white achievement gap in half. (Borman, et.al. 2007) In addition to increasing reading achievement, schools who implement SFA have fewer students assigned to special ed and repeating grades (Borman and Hewes 2002). Studies involving English language learners have shown success in increasing ELL reading levels substantially more than control schools. (Cheung and Slavin 2005). In a series of studies involving more than 6,000 students over 10 years, students in SFA schools averaged a full grade level ahead of students in similar control schools by fifth grade. This difference was maintained during middle school even though the intervention was finished. (Borman and Hewes 2002)
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	Success for All has been has been evaluated on large scale longitudinal cluster randomized experiment (**Borman et al., 2007**). The study found positive effects of SFA in comparison to control groups, using heirarchial lnear modeling (HLM). 35 Title I schools were randomly assigned to use SFA either in grades K-2 or 3-5. A total of 2,108 K-2 students (1085 E, 1023 C) remained in the study school all three years. 72% of students received free lunch. 57% were African American, 31% were White, and 10% were Hispanic. Children were pretested on the Peabody Picture Vocabulary Test and then individually tested on the Woodcock ReadingTest each spring for 3 years. Data was analyzed using HLM. Using individual posttests adjusted for pretests, effect sizes were +0.22 (p<.05) for Word Identification,+0.33 (p<.01) for Word Attack, and+0.21 (p<.05) for Passage Comprehension, for a mean of +0.25. **Correnti (2009)** compared 3 comprehensive school reform models, SFA (30 schools), America's Choice (28 schools), and Accelerated Schools (31 schools) using matched design. They were compared to 26 comparison schools. Schools included an average of 69% receiving free lunch with 52% being African American, 22% White, 19% Hispanic, and 6% Asian. Two cohorts were followed from K-3 grade. A total of 831 students were in SFA schools, and were compared to a total of 2,932 students in other comprehensive school reform and comparison schools analyzed together. Students were pretested and posttested on the Terra Nove each year. Propensity matching was used. Adjusting for covariants and mobility, the effect size for SFA students compared to all others was +0.43. It is estimated that SFA moved the average student from the 30th percentile to the 50th. Madden et. al (1993) completed a longitudinal matched study where 5 Baltimore schools were matched with similar control schools (95% Free lunch). Data collected when oldest cohort was in 5th grade revealed significant positive effects +0.48 (n=128E, 159C), 3rd grade effect was +0.49 (n=151E, 187C), and +0.55 for 1st grade (n=256E, 301C). All comparisons were statistically significant (p<.0001). Effect sizes were largest for the lowest 25% at pretest: ES=+1.03 for 5th, +1.32 for 3rd, & +1.18 for 1st. Average +0.49 for all students and +1.05 for low achievers. Borman, G., Slavin, R., Cheung, A, Chamberlain, A, Madden, N, & Chambers, B. (2007). Final reading outcomes of the national randomized field trial of Success for All. *American Educational Reseach Journal, 44*(3) 701-703. Correnti, R. (2009, March). *Examining CSR program effects on student achievement.* Society for Research on Educational Efffectiveness, Crystal City, VA. Madden, N, Slavin, R. Karweit, N, & Wasik, B (1993). Success for All: Longitudinal effects for inner city elementary schools. *American Educational Research Journal, 30,* 123-148.

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion. Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	**Period for Implementation**
1.	Implement *Success for All* **reading strategies** in grades 1-5 which emphasizes phonics for beginning readers and comprehension for students at all levels, and that is characterized by a highly specified curriculum, an emphasis on cooperative learning, across-grade ability grouping and periodic regrouping, frequent assessments, and tutoring for students who need extra help	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Increasing literature in the home** is an important intervention. Research demonstrates that increasing the availability of reading materials in the home is correlated with increased reading levels. In addition, reading at grade level by the 3rd grade is also indicative of future academic success. To facilitate this CISD will be utilizing *Studies Weekly* (similar to Weekly Readers) across multiple curriculum areas. Each week students will have new reading material to take home. In addition, CISD will be participating in a school wide reading initiative once each semester, Read to Them – One School, One Book. All students will receive their own copy of the book. Chapters will be read and video recorded by local community members (mayor, business owners etc). Videos will be shown in the classrooms and placed on district website. The program encourages reading together at home and the promotion of home libraries. Classroom activities are also incorporated. Summer reading programs will also be implemented to decrease regression of skills.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Implementing **Kagan Structures** that are scientifically research based as well as backed by classroom evidence. The Kagan Structures are effective tools for **cooperative learning** and are used to increase academic achievement, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. There are over 200 structures. Some are designed to engage and develop specific types of thinking, others to engage and develop specific social skills, others to develop different intelligences, others to align instruction with principles derived from brain science, and yet others to foster mastery of different types of academic content.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Utilize data driven instructional strategies to facilitate growth in specific areas of student need based on sub populations, Response to Intervention, and weaknesses of both students and teachers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use consultants for professional development on a monthly basis to deliver training and support to teachers on Sheltered Instruction, Response to Intervention, Positive Behavor Interventions and Support, increasing academic vocabulary, literacy, content specific knowledge, data disaggregation, and social emotional learning.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Recruit and retain highly qualified and highly effective teachers by extending opportunities for administrators to participate in professional development focused on identifying quality applicants, giving sustained support to new and struggling teachers, motivating teachers to use a reflection model for professional improvement, support a peer instructional coaching model within the school, examination of data and teacher performance, and making data based decisions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide continuous, job embedded professional development to insure implementation with fidelity of Whole School Reform (Success for All), Kagan Structures, PBIS, Eduphoria, and other programmatic supports for student achievement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Create opportunities for personalized professional development that is based on teacher data and interests. Allow data to include teacher self reflection reports and consultation with peer instructional coach.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Identify Master Teachers to take on additional leadership responsibilities including mentoring of new and struggling teachers. Master Teachers will be provided with opportunities to attend professional development conferences and trainings (of their choice) during the summer months to increase teacher effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Track student growth and correlate student standard based results to teachers in order to identify areas where teachers might need assistance from instructional coaches or job specific professional development.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Implement and conduct continuous training on teacher and principal evaluation system that is comprehensive and takes into account student growth.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Administration and teacher leaders will participate in extensive professional development and networking opportunities to increase professional skills and collaborative skill set.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Participate in professional development focused on identifying quality applicants, giving sustained support to new and struggling teachers, motivating teachers to use a reflection model for professional improvement, support a peer instructional coaching model within the school, examination of data and teacher performance, and making data based decisions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	DCSI, PSP, and campus administration will meet at least once a month to assess progress towards goals and performance measures, make continuous improvement adjustments as needed, and identify new needs to be addressed.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Campus Leadership Team review data (process, grant, and student) on a monthly basis.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use student achievement and other data to track and guide student and teacher growth and development.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Implement numerous and continuous teacher coaching sessions and hold teachers accountable for using data to make continuous improvement to instructional interventions. Each interaction being reinforced with immediate feedback.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Provide training for analysis of data disaggregation and standard item analysis training, as well as for teacher strengths and weaknesses. In addition, provide time for administration and teachers to examine data, make adjustments in instructional practices, and make continuous improvement measures to grant based interventions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Implement a data driven culture based on a standards based approach. Data from teacher professional development, student standardized assessments, attendance, discipline referrals, parent engagement, and climate surveys will all be examined for setting future goals and objectives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve technology both hardware and software, for teachers to enable them to access student data more effectively and access research based instructional resources on demand.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Utalize data from peer instructional coaching walkthroughs to indicate the level of implementation with fidelity of trainings and professional development from teachers in their daily instructional practices to provide immediate feedback to teachers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Administer assessments at the end of each grading period, dissagregate data by subject content, grade, teacher, student, and TEK standards to monitor progress.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teachers will meet regularly (at least once per month) to examine data, plan interventions, and make continuous adjustents and improvements to instructional strategies. Campus leadership team will meet at least monthly to examine data, plan interventions, and make continuous adjustents and improvements to instructional strategies.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Establish an ESL/Bilingual professional learning community to implement ESL best practices instructional strategies and review student data to guide instruction.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	The use of **Kagan Structures** increases learning time for students. One of the positive aspects of structures is that in the same amount of time that the teacher could call on and respond to two or three, each giving one answer, the teacher can have every student give several answers (example – Think/Pair/Share). In the traditional, call on one student approach it would take an hour to have each student speak for a minute and have a teacher response (correction or praise). In the traditional approach, teachers call most on those who least need the practice, and least on those who most need the practice. In contrast, with the structures, because all the students are responding at once, it takes only two minutes to give each student a minute of active engagement time. Training for teachers in Kagan Structures will occur in one full day PD and in monthly trainings by district TOTs each year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	An **Action Based Learning Lab** will be implemented for tutorials and additional academic interventions for at-risk students. Action Based Learning Labs consist of core content remediation teamed with physical activity. This strategy is especially usful given the research on pairing tactile movement with academic content. It is an increase in instructional learning time because the physical activities in the action based learning lab elevate heart rate to the point where this tutorial time can be substituted for recess or PE without the student losing the benefits necessary in those fitness activities.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The implementation of **Positive Behavior Interventions and Support (PBIS)** on a schoolwide basis will enable better classroom management and decreased student disciplinary problems. Both of these factors will facilitate students spending more time in an instructional environment and increase learning time.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Implement academic and enrichment focused clubs and tutoring for **afterschool, Saturday School, and extended year (summer camps, reding circle etc) programs** to provide engaging educational activities that promotes learning and real world application of knowledge. All afterhour learning time will be aligned with campus improvement plan.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Implement **Service Learning Projects** for students, parents, and staff in collaboration with community groups. Service learning projects can focus on community need (beautification), practical application of academic knowledge (building community garden), character education (acts of kindness), or increasing community health (Walk across Texas).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide increased work embedded opportunities for professional development to increase teacher effectiveness and promote professional and lifelong learning. Professional Development can consist of online training, summer professional development, and monthly trainings with support service trainers as outlined in proposal.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Enable teachers to plan collaboratively through Professional Learning Communities (aligned vertically and horizontally), utilization of peer instructional coaches, and mentoring.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 113901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	Increase Parent/Community Engagement

	Planned Intervention	Period for Implementation
1.	Recruit and hire a Family/Community Coordinator to develop and facilitate parental and community engagement in the schools, parent outreach, conduct home visits, coordinate social services where appropriate, coordinate volunteer opportunities, host parent nights, promote school activities, and facilitate parent workshops. Implement parenting workshops of evidenced based program, Raising Healthy Children.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Implement family literacy programs that encourage reading during the school year using the Read to Them – One School, One Book and Studies Weekly programs. Include a summer family reading program to prevent regression over the summer break.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase family communication using phone, internet, email, and district website.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase opportunities for parents to participate at school events and to give meaningful input to school before decisions are finalized.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Invite parents and community members to have a meaningful role on school based advisory committees. Invite parents and members of the community to take an active role in school projects such as the Read to Them – One School, One Book, where community members will be video taped reading chapters of books. Videos will them be shared with students in classroom instruction and placed on district web site for home use. Invite local business to adopt a classroom and make presentations at the school in a regular basis.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Implement a student, parent, and community survey to gain data on perceptons related to school activities and school climate.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Implement a system of Positive Behavior Interventions and Supports based on the evidenced based program from Safe and Civil Schools, CHAMPS and FOUNDATIONS.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase bonding with school by facilitating the enhancement of skills, opportunities, and recognition of students, parents, and community members based on the Raising Healthy Children program.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase the volunteer presence of parents and community members on campus.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide training and support through consultants and district trainer of trainers in program implementation, fidelity monitoring, data interpretation, proactive classroom management, PBIS, social emotional learning, cooperative learning, creative active learning, and student motivation.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Recruit and hire peer instructional coaches and interventionists to implement RTI throughout the school.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.	Implement innovative technology and equiptment (Smart Boards, computers, tablets, projectors, video equipment) in classrooms and Active Learning Lab (balls, heart rate monitors, palnks, weights etc) to facilitate student success and proper access to resources.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 113901	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☒	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☒	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 113901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 113901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: 113901	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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